

Tillington Manor Primary School

Subject Practice Statement

Subject: RE

Focus	Subject Practice (How the curriculum intent will be achieved)	
Intent		
<p>What are the key concepts/skills children will learn in RE?</p>	<p>The curriculum for RE aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ Know about and understand a range of religions and worldviews. ➤ Express ideas and insights about the nature, significance and impact of religions and worldviews. ➤ Gain and deploy the skills needed to engage seriously with religions and worldviews. 	
	<p>KS1 - Children should develop their knowledge and understanding of principal religions and world views. They learn to use subject specific vocabulary, ask questions and begin to express their own views in response to what they are taught.</p>	<p>KS2 - Children are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1.</p>
	<p>Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</p>
	<p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings of different communities.</p>
	<p>Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.</p>	<p>Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</p>
	<p>Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</p>
	<p>Observe and recount different ways of expressing identity and belonging.</p>	<p>Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</p>
	<p>Notice and respond to some of the similarities between different religions and worldviews.</p>	<p>Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.</p>
	<p>Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.</p>	<p>Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as music, art and poetry.</p>
	<p>Find out about and respond to examples of cooperation between people who are different.</p>	<p>Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</p>
<p>Find out about questions of right and wrong and begin to develop and express their own opinions.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</p>	

How has learning been organised across the school to ensure continuity and progression?	From September 2019 we have implemented the new and updated Discovery RE scheme of work. This builds upon whole school teaching of the previous Discovery RE scheme of work. RE is allocated up to an hour of teaching per week during PPA cover time for teachers.
Key skills development: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Mathematics ○ Thinking/Problem-solving skills 	Discovery RE provides opportunities for children to develop skills in key areas of the curriculum. Each enquiry allows children to think critically and creatively about the key questions provided. The different approaches to the enquiry cover a wide variety of key skills including: speaking and listening, emotional Literacy, reading challenges, writing in a variety of different contexts, mathematical challenges etc.
How will learning in RE prepare children for life in the 21 st century? <ul style="list-style-type: none"> ○ Diversity understanding ○ SMSC 	At Tillington Manor Primary School we prepare children for life in modern Britain by teaching pupils about British Values through RE sessions and other curriculum areas such as PSHE. Discovery RE equips children for a world of diversity, supports spiritual development, encourages critical thinking and evaluation skills all within a safe enquiry space. Cultural capital is at the heart of every Discovery RE lesson helping students to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels are an integral part of the programme, as is personal development, creativity and celebrating achievement. Discovery RE allows pupils to explore the similarities between different faiths as well as understanding and appreciating the differences. Children develop a personal resonance regardless of their own faith or lack of one, and can apply it to their lives in a way that is meaningful for them and their lives in a modern world. All Discovery RE lessons are also linked to SMSC/British Values allowing teachers to see which aspects they are focussing upon within each lesson.
In what ways will resilience and independence in learning be fostered?	The enquiry approach to RE will allow children to: <ul style="list-style-type: none"> ➤ find solutions to the key questions using a range of strategies ➤ Use their own subject knowledge and apply this to the enquiry question ➤ complete an expected minimum of work within a set amount of time using resources appropriately matched to their independent ability level ➤ work collaboratively and to support others ➤ Use their creative and critical thinking skills ➤ Develop skills in personal reflection

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Implementation	
<ul style="list-style-type: none"> • What are the key learning/teaching strategies staff should employ in RE to promote high standards? <ul style="list-style-type: none"> ○ Strategies specific to subject ○ Strategies to encourage mastery through: <ul style="list-style-type: none"> ▪ The encouragement of oracy and vocabulary development ▪ Reading/comprehension skill development ▪ Writing and GPS ▪ Mathematics ▪ Thinking/Problem-solving ▪ Enquiry 	<p>Discovery RE follows a four step enquiry method. Each enquiry begins with a key question that demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.</p> <p>Step 1 - Engagement - human experience around the key question is explored here using the children's own experiences whether they are religious or not</p> <p>Step 2 - Investigation - The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question.</p> <p>Step 3 - Evaluation - This draws together the children's learning and their conclusions about the key question of that enquiry.</p>

	<p>Step 4 - Expression - Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for the class journal produced in this lesson.</p> <p>We use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. The Discovery RE programme allows staff to deliver sessions that provide cross-curricular opportunities through a variety of different activities i.e. reading, writing, drawing, partner work, problem solving etc.</p>
What additional experiences should children have in RE to enrich their learning?	<p>Alongside delivery of the RE curriculum, children should have opportunities to:</p> <ul style="list-style-type: none"> ➤ Visit and appreciate different places of worship ➤ Frequent visits to the local church - St Bertelin's ➤ Be part of assemblies of Celebration and acts of Collective Worship ➤ Assemblies led by our local Vicar ➤ Opportunities to freely express their views and idea throughout all curriculum areas i.e. circle time, open discussions etc. ➤ Take part in theme days i.e. arts week ➤ Be part of charity events i.e. School in a bag
How will new learning be linked to children's previous learning and experiences? <ul style="list-style-type: none"> ○ Start of topic ○ Start of lesson 	<p>At the beginning of each enquiry a key question is shared with children. This question is then recapped at the end of each session with the questions building upon prior learning throughout each enquiry.</p>
Strategies to promote long-term memory	<p>Learning in any one lesson is never in isolation. Opportunities for children to use/apply what they already know through problem solving/reasoning helps to establish long-term memory and an expectation that they will need to recall. Children will also be encouraged to draw upon what they already know from previous enquiry questions and will use this knowledge to inform their experiences and knowledge in further enquiry questions. Memory is also aided through activities which pull together content from the whole enquiry question before moving onto the next.</p>
How will staff ensure that they present a consistent challenge in RE?	<p>Following the Discovery RE scheme of work allows staff to ensure they are challenging the children in their year group with appropriate differentiation. It is suggested that children are not always grouped by their Literacy ability alone i.e. staff may have a go at grouping children by their ability to empathise or question rather than how well they can write.</p>
Strategies to promote involvement of children in our target groups: <ul style="list-style-type: none"> ○ Boys ○ PP ○ SEND 	<p>Discovery RE is written as an enquiry approach curriculum for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with a variety of needs, each enquiry uses colour coded attainment descriptors.</p>

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Impact	
How will we know children have achieved high quality outcomes and that learning is embedded?	<p>Discovery RE has its own assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work. Discovery RE uses a system with assessment aimed at judging pupil knowledge, personal resonance and critical thinking skills within the RE enquiry being taught. The in-built assessment processes within each scheme allow evidence of 'impact' to be easily captured and recorded. Assessment criteria are differentiated so that teachers can track pupil learning accordingly.</p> <p>Each enquiry has a built in assessment task for staff to use to ensure children are making progress throughout their Discovery RE learning experience. The task gives an opportunity for both teachers and children to assess their own learning at the end of each enquiry. It is good practise for staff to return to previously taught enquiries that to ensure learning is embedded as well as relating up to date news to the children's learning within RE.</p>
How will learning prepare children for different challenges and situations they will face, including tests?	<p>Children will:</p> <ul style="list-style-type: none"> ➤ Be resilient and not put off when facing new challenges/content ➤ Tackle un-prepared learning situations, demonstrating standards expected in core subjects as well as in subject specific topics ➤ Work with independence in a range of situations
How will we know that children are developing in their understanding of SMSC/diversity etc.?	<p>Children will demonstrate:</p> <ul style="list-style-type: none"> ➤ Respect and tolerance when facing a range of new ideas and content ➤ Share with others ➤ Respect for the achievement of others ➤ Knowledge of discrimination and why it is wrong and how it can manifest in different forms

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Evaluation	
How will we monitor standards?	<p>Standards will be monitored by subject leads/SMT through:</p> <ul style="list-style-type: none"> ○ discussion of their learning with children ○ scrutiny of class/year groups RE books ○ scrutiny of subject records ○ observation of practice
What will we do with information from monitoring?	<p>Results from monitoring will be used to evaluate:</p> <ul style="list-style-type: none"> ○ the effectiveness of subject plans and contribute to subject development ○ the effectiveness of practice and to inform staff development ○ whole school learning/teaching strategies and to identify developments required → SIP